DOCUMENT RESUME

ED 029 713 PS 001 991

A Report on the 1967-68 Program for Preschool Children and Their Parents. Research Report Series 1968-69, No. 4.

Sacramento City Unified School District, Calif.
Pub Date 1 Aug 68
Note-38p.
EDRS Price MF-$0.25 HC-$2.00
Descriptors-*Compensatory Education Programs, Educational Objectives, Medical Services, *Parent Education, Parent Participation, *Preschool Programs, *Program Descriptions, Program Evaluation, Public School Adult Education, Readiness (Mental), Teacher Aides, Work Experience Programs
Identifiers-Caldwell Preschool Inventory, Slosson Intelligence Test

Some of the general objectives of this compensator y program were to provide educational experiences and to assess the needs of the children and their parents. During the 1967-1968 school year it comprised 23 classes situated in 14 schools and was designed to serve up to 405 pupils and 345 parents. The classes were financed by California State and U.S. Government funds. The programs for the children were basic preschool programs stressing language development, experience building, and readiness activities. The programs for the parents stressed child growth and development, nutrition, health, preschool education, and the nature, availability, and use of community resources. Each class employed a work experience aide and a teacher aide from the neighborhood. Data were collected from a kindergarten teacher assessment of pupil readiness and the effects of compensatory programs on incoming kindergarten pupils. The Caldwell Preschool Inventory and the Slosson Intelligence Test were administered to 100 pupils in the fall and to 77 available for retesting in the spring. A field trip program report, parent questionnaire, teacher questionnaire, and reports from the staff members completed the data available. About half of this report is a detailed account of the "findings," but no general conclusions are listed. (NT)

ED029713

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

August 1, 1968

No. 4

Research Report
Series 1968-69
Topic: A REPORT ON THE 1967-68 PROGRAM FOR PRESCHOOL CHILDREN AND THEIR PARENTS

## Introductory Statements

Programs for preschool children and their parents have been held in the Sacramento City Unified School District since 1948. These classes have been conducted during the regular school year by the Adult Education Department, and require parent participation as well as the participation of children. Until five years ago these classes were conducted primarily in middle class neighborhoods. Many mothers waited months for an opening before they and their children could be enrolled in these classes. The need to encourage the disadvantaged to avail themselves of these opportunities for training both mothers and children has long been recognized in this school district. To this end, a parent training center was established in a low-income area of the city in 1954. Attempts to recruit residents of that area to the program were quite unsuccessful and the class was moved to another location in September of 1956.

In December of 1962, the staff solicited the assistance of the Sacramento County Welfare Department in identifying and recruiting mothers of preschool children who were welfare recipients. With their cooperation, a Parent Observation Class for the disadvantaged was opened in one compensatory elementary school in February of 1963. At first this class met in a housing project instead of the school. After the class was accepted by the neighborhood residents, and some of the negative attitudes toward schools and school personnel were overcome, the class was moved into the school building. The class then grew and had a waiting list. Additional classes for similar clientele were subsequently started in additional compensatory elementary schools and the program has continued to grow each year.

During the 1967-68 school year, twelve compensatory education preschool classes were financed by E.O.A. funds. These 12 classes were held at 10 public school serving low socioeconomic neighborhoods and/or high concentrations of minority group residents. Each school had one or two three-hour classes per day, five days per week, for thirty-six weeks. It was anticipated that these classes would average approximately 17 pupils per class, with no class to exceed 20 pupils. A parent of each child, usually the mother, was also enrolled in the program and was expected to attend one class session each week. The program was designed to serve approximately 240 children, and at least 180 parents. In addition to providing educational programs for children and their parents, this activity employed 24 persons from low-income families: 12 as work experience pupils, and 12 as teacher aides.

PS 001691

Introductory Statements (continued)

This E.O.A. financed preschool program was supplemented by a similar program financed by state funds under the Unruh Preschool Act, AB 1331. This extension of the district's E.O.A. preschool program established eleven additional preschool classes in eight public schools similarly serving low socioeconomic, high-minority group populated neighborhoods. Classes provided by these state funds also employed 11 high school male pupils and 11 teacher aides (mothers). These state financed preschool classes were not to exceed 15 pupils per teacher. A parent of each child again was expected to enroll in the program and attend one class session each week. These additional classes were designed to serve up to 165 pupils and up to 165 parents.

The total program for compensatory preschool children and their parents provided during the 1967-68 school year, then, comprised 23 classes situated in 14 schools, and was designed to serve up to 405 pupils and 345 parents. Briefly, the programs for the children were basic, preschool programs stressing language development, experience building, and readiness activities. The programs for the parents stressed child growth and development, nutrition, health, preschool education, and the nature, availability, and use of community resources. This report will not attempt to treat the E.O.A. and state financed preschool programs separately. They have been operated as a united preschool-parent participation program.

These 23 compensatory education preschool classes were part of a larger preschool education effort maintained during the 1967-68 school year by the Sacramento City Unified School District. The district also financed the operation of 18 parent participation preschool classes in non-compensatory school settings. This report, however, will not consider these 18 non-compensatory classes, but will be concerned only with the 23 E.O.A. or Unruh Preschool Act classes.

These preschool classes began on September 11, 1967, and continued until the close of the school year on June 14, 1968. Some professional personnel engaged in preparatory activities between August 1, 1967, and the beginning of the classes and then continued end-of-the-year activities after classes closed until June 30, 1968.

Objectives of the Program

A. General objectives

1. To provide rich educational and cultural experiences for preschool children and parents of deprived socioeconomic circumstances.

2. To assess health, growth and development needs, and provide referral and follow-up services as recommended.

3. To offer a warm and accepting school environment for both parents and children to encourage their full and continued participation in the activities of the school.

4. To assist in the solution of home and family problems through case work service.

Objectives of the Program (continued)

B. Specific objectives

1. To compensate for learning deficits in the auditory, visual and conceptual areas by providing opportunities for stimulation, information and warm personal individual attention.

2. To improve the child's health and nutrition by providing medical and dental examinations, vision and auditory screening, medical referrals, demonstrations and instructions in good health practices,and by providing adequate equipment and activities to develop large and small muscles.

3. To provide a rich and varied background of experience through frequent field trips, by utilizing in class community helpers, and by utilizing the artistic and musical skills and talents of people in the community.

4. To help the child develop ego strength and satisfying concepts of self by helping him to understand that he is a unique individual, by providing opportunities for him to experience successes, and by communicating to his parents how to continue this ego strength development at home.

5. To help the child in his interpersonal relations and understandings with his peers, his siblings, his parents and relatives in the community by teaching him how to share, to cooperate, and to develop feelings of responsibility for his own behavior.

6. To help the parent understand the child in terms of his developmental needs and his mental health by working with parents during their daily and weekly participation periods in the program and during parent education group meetings.

7. To send the child to kindergarten or first grade with a zest for learning and with parents who understand better than before why this is necessary and how they can help to keep such interest alive.

Description of the Program

A. The location of the classes

The 23 classes were located so as to serve the neighborhoods surrounding 14 schools as follows:

Description of the Program (continued)

| School | Number of Classes EOA | AB 1331 |
|---|---|---|
| 1. American Legion Adult School | 1 | 1 |
| 2. Argonaut Adult School | 1 | |
| 3. Camellia Elementary School | 1 | |
| 4. Earl Warren Elementary School | | 2 |
| 5. Elder Creek Elementary School | 2 | |
| 6. Ethel I. Baker Elementary School | | 1 |
| 7. Ethel Phillips Elementary School | 1 | 1 |
| 8. Fruit Ridge Elementary School | | 2 |
| 9. Jedediah Smith Elementary School | 1 | 1 |
| 10. Lincoln Elementary School | 1 | |
| 11. Maple Elementary School | | 2 |
| 12. Oak Ridge Elementary School | 2 | |
| 13. Washington Elementary School | 1 | 1 |
| 14. William Land Elementary School | 1 | — |
| Totals | 12 | 11 |

B. Personnel

1. Teachers

Each class was provided a certificated teacher who met the requirements of a standard teaching credential or a standard designated subjects teaching credential with a background of training and/or experience with preschool children and their parents.

2. Teacher aides

Each class was also provided with a teacher aide. Priority for selecting teacher aides went to residents in the neighborhoods who met the poverty criteria. Most of these persons previously had been participating parents in the program demonstrating their ability to work with small children and other parents.

Description of the Program (continued)

3. Other personnel

Other personnel employed by the district in support of this program consisted of two nurses, each working with eleven or twelve classes; one coordinator; two clerks; one psychometrist; one speech teacher; one social worker; one resource teacher; and the work experience pupils mentioned earlier.

4. Volunteers

Among the volunteers contributing to the program were participating parents, college field work students, and senior citizens in the community. The volunteers were free to sign up to work in the centers according to the amount of time they had available. This varied from one hour per week to three hours per day.

Some parents enrolled with the district financed preschool classes volunteered their services to compensatory preschool classes.

C. Criteria for selecting pupils

All the centers were located in areas already designated as disadvantaged by previously established criteria. The income scale as established by the National Economic Opportunity Office was used in screening applicants for placement in the classes. Any family meeting these criteria was eligible to enroll a child who was at least three years of age when enrolled. Priority was given to children referred because of limited speech, limited vocabulary, lack of English speaking abilities, limited coordination or control, or apparent immaturity for kindergarten. Children who were to enter kindergarten the following fall and who had no previous preschool experiences were also given preference.

The pupils enrolled under the Unruh Preschool Act also had to meet provisions of this act by being from families receiving A.F.D.C. assistance or who were certified as eligible for the program by the welfare department. Children enrolled under the two programs were co-mingled with the 23 compensatory preschool classes.

D. Activities

1. Daily schedule

Morning classes were held daily from 9:00 a.m. to 12:00 noon. Afternoon classes were held daily from 12:30 p.m. to 3:30 p.m.

2. Program

The parent participation preschool program employed alternating periods of quiet and active activities. Relatively unstructured and deliberately structured offerings were related to language



PS 001991

development activities, ego-strengthening activities, motor skills and muscular coordination activities with child-adult interactions in varying numbers and many opportunities for close one-to-one adult-child relationships.

3. Field trips

To help expand the child's curiosity and knowledge of the world about him, each center had regular study trips to such places as a bakery, a store, an aquarium, Fairytale Town, the zoo, the Junior Museum, public parks, a public library and story hour, or a public playground. Parents and/or older siblings accompanied every child on at least one or more of these trips and were often introduced to the facility for the first time.

Some parent groups in compensatory preschool classes shared their field trip transportation services with parents in district financed preschool programs. These activities were a part of a conscious effort to promote cross-cultural, cooperative exchanges of assistance. (See item B-4 under Description of the Program.) It is hoped that further steps can be taken during the 1968-69 school year to increase the exchange of ideas and services between the compensatory and non-compensatory preschool parents.

4. Nutrition

A planned, high protein, nutritional snack was provided each pupil daily. These snacks were composed of such foods as milk, cheese, meat, peanut butter, honey, crackers, and orange juice.

5. Health services

Conforming to the federal requirements, each child was referred for medical and dental screening with follow-up and referrals. The medical and dental programs were coordinated by the school nurse and examination reports from doctors and dentists were sent directly to the preschool coordinator.

Since the medicare program was in operation again this year, parents were referred to the doctors and dentists of their choice; thus, examinations were not done en masse at the various centers. Each child received auditory and visual screening, height and weight examinations, tuberculin tests and the necessary immunizations. Each child received a toothbrush following a dental demonstration by the school nurse. Referrals were made and repeated follow-ups were done by the two nurses through a careful schedule of appointments with parents in their homes, at the centers, and by telephone conversations.

Description of the Program (continued)

6. Testing services

Standardized tests were administered to a sampling of the children in all of the compensatory preschool centers who were to enter kindergarten classes in the fall of 1968. These tests were used as a basis for assessing the needs of the children and in working with the teachers as they became concerned with the learning and developmental patterns of individual children.

Where problems in the behavior and growth patterns persisted and appeared to be of some consequence, parent interviews and conferences were held at the schools or in the homes. The social workers, speech teacher, and representatives of community agencies participated in these conferences.

7. Speech services

The speech teacher met with each class on a scheduled basis for approximately three hours per sessions. Part of each session was devoted to formal language development activities. The remaining time was spent in working with individual pupils in verbal situations or in working with small groups of children reading stories, describing pictures, naming cards, identifying colors, and listening to tape recordings.

In addition, the speech teacher administered a simple articulation screening test to each child. These tests were followed by additional observations as necessary. The speech teacher then counseled with the preschool teacher concerned regarding continuing activities to be conducted daily with the class or with individual children until her next visit. Pupils with special speech difficulties were referred to appropriate community resources.

8. Social work services

The social worker met with parent groups in each center to acquaint the parents with the nature of the social work services available. These meetings were followed by conferences concerned with meeting the behavioral needs of individual children who were having special problems. These conferences involved the parents, nurses, and/or the psychometrist. Other informal conferences were held upon request by teachers or parents. Where a child was known to a community welfare agency, the social worker conferred with the appropriate representative from the community agency and plans were developed to provide for the needs of the child.

9. Referrals to special program

A special team of resource personnel composed of the resource teacher, the speech teacher, the two nurses, the social worker, a school psychologist, and the preschool coordinator served to identify preschool pupils with special educational needs. Pupils

so identified were referred to community agencies and/or to special education programs. As a direct result of these efforts, the school district has established special kindergarten classes for the educationally handicapped and expects to establish special kindergarten classes for pupils found to be educably mentally retarded during the 1968-69 school year.

This special resource team also served to identify pupils who should delay their entry to the regular kindergarten program.

10. Parent participation

Each of the 23 classes in the program held separate monthly meetings for the parents. These meetings were concerned with such matters as information regarding services of community agencies, the role of the father and mother in the family, available recreational facilities, nutrition and health, and special programs offered in the schools for children and parents. Speakers, films, demonstrations and discussions stimulated participation and offered variety in presentation.

In addition, most parents came into the classrooms one day each week to work with children under the direction of the teacher. This activity was designed to give the parents the opportunity to learn more about child rearing practices, what the school expects of the child and ways to improve communication and language development of the children.

11. Parent Advisory Council

A council composed of elected representatives from each of the twenty-three classes and selected citizens from the community was organized in the fall of 1967. This council met monthly to become acquainted and assist with the total compensatory preschool program of the district. This council accomplished the following during its initial year.

a. It sponsored a city-wide meeting of preschool parents to discuss the program and its goals. The meeting was attended by over 200 parents.

b. It sponsored a family night, pot-luck dinner for all parents, their children, and teachers. Again, approximately 200 persons attended this dinner.

c. It formulated recommendations regarding the nature and the conduct of the preschool programs. These recommendations were referred to the preschool staff for consideration. Most of the recommendations were in terms of how they, personally as parents, could support and contribute to the program.

d. Individual members of the council, by participating on the council, were able to learn about the activities of other preschool classes. Thus, they were enabled to

Description of the Program (continued)

obtain some ideas new to them and to report these ideas back to their respective parent groups.

E. In-service training sessions

The Staff Training Services Department of the Personnel Services Office of the school district provided two series of in-service training sessions for the preschool teachers.

1. The first series was held during the fall semester and consisted of eight meetings for compensatory preschool personnel. (See Exhibit A).

2. The second series was held during the spring semester and consisted of ten meetings for all preschool teachers in the district (See Exhibit B).

Sources of Data

A. Reports from staff members

Staff members providing special services to the program submitted reports relative to their activities in the program. Such reports were received from the following staff members:

1. Resource teacher

2. Speech teacher

3. Social worker

4. Nurses

B. Kindergarten teacher opinions

The children who participated in the 1967 summer Headstart program, the 1966-67 year long parent-child compensatory preschool program, or both programs, were identified with the schools where they were expected to attend kindergarten during the 1967-68 school year.

After the beginning of the 1967-68 school year, the kindergarten teachers receiving these children were asked to complete two types of questionnaires.

1. Pupil readiness form (Exhibit C)

Each kindergarten teacher was asked to complete a copy of this form for each child in her class who was identified with the 1967 summer Headstart program, the 1966-67 year long parent-child compensatory preschool program or both programs. This form was designed to gain the kindergarten teacher's opinion of the effects of these programs regarding the development of pupil readiness for school.

Sources of Data (continued)

2. Compensatory education preschool and Headstart program teacher questionnaire (Exhibit D)

   Each kindergarten teacher in the schools receiving children from the 1967 summer Headstart program, the 1966-67 compensatory preschool program or both programs was asked to complete one copy of this form. The form was designed to assess strengths, weaknesses, and differences in the year long parent-child compensatory preschool program and the summer Headstart program.

C. Standardized test data

1. Preschool Inventory

   A revised edition of the Preschool Inventory employed in the summer 1965 Operation Headstart program was administered to 100 children in this preschool program. These children represented approximately one-third of the pupils in the 23 classes, or about one-half of the pupils who were to enter kindergarten in the fall of 1967. The test was given to these 100 children early in the fall semester and, again, late in the spring semester. The results obtained from this sampling were used to help determine pupil needs and are presented in this report to help describe those needs.

2. The Slosson Intelligence Test

   The Slosson Intelligence Test was administered to 50 pupils in the 23 classes. This represented approximately 2 pupils per class. These pupils were among those tested with the Preschool Inventory. The purpose of this testing was to develop some indication of the intellectual status of the pupils and to relate the developmental readiness status of the pupils, as determined by the Preschool Inventory, to an index of intelligence.

D. A report on the field trip program

   The coordinator of parent and preschool education prepared a brief report describing the nature of the study trip program connected with the preschool classes.

E. The parent questionnaire

   A questionnaire for participating parents was developed by the coordinator of parent and preschool education in cooperation with the Planning and Research Services Office (Exhibit E). This questionnaire was completed by the parents enrolled in the classes at the end of the 1967-68 school year.

F. Teacher questionnaire on the fall, in-service training sessions (Exhibit F)

   A brief questionnaire was developed to provide the compensatory preschool teachers opportunities to assess the effectiveness of the

Sources of Data (continued)

eight in-service training sessions provided them during the fall semester. The in-service training sessions held for all the preschool teachers of the district during the spring semester were not assessed in this manner since they were considered part of the normal, district-wide, in-service training program and were not uniquely provided in support of the compensatory preschool program.

Treatment of the Data

A. Reports from staff members

These reports were reviewed and summarized for inclusion in this total report.

B. Kindergarten teacher opinions

The responses received on the two types of questionnaires completed by the kindergarten teachers (Exhibit C and Exhibit D) after the beginning of the 1967-68 school year were tabulated and summarized for inclusion in this report.

C. Standardized test data

1. The Betty Caldwell Preschool Inventory is a published test that is in the process of being standardized. Although preliminary norms are available from the publisher for use with this test, these norms are relatively vague and of limited value to the local program. One purpose of the fall and spring testing with this instrument in this program was to develop local norms for the instrument for use with pupils in future classes. The test data, then, were processed with this goal in mind and the results obtained were organized for presentation in tables to be used by teachers next year to help them interpret the results obtained.

2. The Slosson Intelligence Test is an established standardized test. The results obtained in the use of this test were processed in connection with the results of the preschool inventory and presented in the tables as an added aid to teachers in interpreting future testing in the program.

3. The pupils who were administered the standardized tests were separated into two subgroups: (1) those in their first year of a preschool program, and (2) those in their second year of a preschool program. A t-test of significance was applied to the differences in the mean scores for the two sub-groups on the two standardized tests and their respective subtests.

4. A similar standardized testing program was conducted during the 1966-67 preschool year. That testing program also involved a sample of 100 pupils. The results obtained during 1966-67 are presented in this report for comparative purposes in connection with the results obtained during the 1967-68 preschool year.

Treatment of the Data (continued)

D. The report on the field trip program

This report was merely summarized for inclusion in this total report.

E. The parent questionnaire

The responses received on the parent questionnaire were tabulated for presentation in this report.

F. The teacher questionnaire on the in-service training sessions

The responses received on the teacher questionnaire relative to the effectiveness of the eight in-service training sessions were tabulated and summarized for presentation in this report.

Findings

A. Reports from Staff Members

1. The Resource Teacher

The resource teacher for the preschool program submitted an end-of-the-year report which described the nature of her activities. In summary, her report indicated she had served the program as follows:

a. Worked with personnel in the Staff Training Services Department of the Personnel Services Office to plan, organize and present the two in-service training sessions for the preschool teachers.

b. Worked with the nurses and a committee of teachers to develop and implement the nutritional phase of the preschool program.

c. Established a resource library for preschool teachers at the Jedediah Elementary School.

d. Supervised the administration of the spring administrations of the Betty Caldwell Preschool Inventory.

e. Assisted the coordinator in budgetary matters connected with the program and helped to coordinate the purchasing of equipment for the 23 classes.

f. Served as secretary for the Parent Advisory Council.

g. With other preschool and/or adult education personnel, visited similar programs operating in Berkeley and San Francisco.

h. Work with the special resource team in screening children for special class placement.

Findings (continued)

2. The Speech Teacher

The speech teacher reported that she worked with all 23 preschool classes and accomplished the following:

a. All teachers were informed of the nature of the speech services available.

b. Special materials developed for the program were distributed to the teachers.

c. 45 language demonstrations were presented in the classes during the fall semester.

d. 93 demonstrations on speech improvement were presented during the spring semester.

e. 53 presentations were made before parent groups regarding matters pertaining to speech development.

f. 68 children were given individual language evaluations and/or speech screening during the fall semester.

g. 14 children were given formal articulation tests during the spring semester.

h. 31 private parent conferences were held regarding the problems of specific children.

i. 4 children were referred to outside agencies for special assistance.

j. 13 children were referred for special assistance from district programs and/or personnel.

k. 159 conferences were held with individual teachers during the year.

l. The speech teacher also reported participating in many other activities related to the program such as special meetings, conferences, committee assignments, in-service training, and curriculum development.

3. The School Social Worker

The social worker associated with this preschool program reported having accomplished the following activities:

a. Assisted the coordinator during the first four weeks of the school year in getting the classes started.

b. Visited each class and held meetings with the new teachers to

explain the nature of the social work services available.

c. Administered the fall tests involving 110 administrations of the Betty Caldwell Preschool Inventory and 55 administrations of the Slosson Intelligence Test and conducted other testing and screening activities, including the development of 41 case histories, as needed for consideration of pupils regarding special class placement.

d. Worked with school principals and regular kindergarten teachers regarding children having difficulty in the kindergarten classes.

e. Provided regular school social work services for 66 children formally referred for such services and 25 pupils referred informally. These services entailed numerous conferences or other types of contacts with preschool personnel, parents, and non-school professional personnel.

f. Made presentations to parent groups and graduate school social work students at Sacramento State College.

g. Participated in numerous school staff meetings, Parent Advisory Council meetings, in-service training meetings, and screening committee meetings.

4. The school nurses

The two school nurses assigned to the preschool program reported that their activities were handicapped because of cutback in the Medi-Cal program and the funding provided under E.O.A. In addition, complications arose regarding the nature of the registration forms used in the program which delayed the implementation of the nursing services aspect of the program. However, the nurses reported the following accomplishments.

a. Health screening accomplished

(1) Height and weight . . . . . 454 children

(2) Vision screening . . . . . 350 children

(3) Audiometric screening . . . . . 328 children

(4) Audiometric retests . . . . . 31 children

(5) Dental screening . . . . . 389 children

b. Referrals for medical and dental services

(1) Referrals for medical examinations . . . . 381 children

(Number of examination reports received . 196 children)

(2) Referrals for dental services . . . . . 392 children

Findings (continued)

(Number of dental report received . . . . . 193 children)

c. Follow-up referrals

(1) Opthalmological referrals . . . . . 10 children

(2) Otological referrals . . . . . 9 children

(3) Orthopedic referrals . . . . . 2 children

(4) Referrals for Crippled Children Services . . . . . 2 children

(5) Nutritional referrals . . . . . 11 children

(6) Neurological referrals . . . . . 10 children

(7) ENT referrals . . . . . 3 children

(8) Otitis media referrals . . . . . 1 child

(9) Urological referrals . . . . . 1 child

d. Other referrals

(1) Thanksgiving baskets . . . . . 97

(2) Immunization clinics . . . . . 120

(3) P.T.A. Clothes Closet . . . . . 8

(4) School Social Worker . . . . . 8

(5) Family Planning Clinic . . . . . 7

(6) Sacramento County Hospital Clinic . . . 3

(7) T B chest x-rays . . . . . 576

(8) Community Financial Resources . . . . . 5

e. Numerous demonstrations and presentations were provided for children and parents regarding such matters as dental health, physical hygiene, sex education, safety, nutrition, and immunizations.

f. The nurses held 160 private conferences with preschool teachers and 51 private meetings with parents. In addition 116 home visits were accomplished during the year.

TABLE I

NUMBER AND PERCENT OF KINDERGARTEN TEACHER RESPONSES REGARDING READINESS FOR KINDERGARTEN OF INDIVIDUAL CHILDREN ENROLLED IN THE 1966-67 YEAR LONG COMPENSATORY PRESCHOOL, THE 1967 SUMMER OPERATION HEADSTART OR BOTH PROGRAMS

| | Compensatory Preschool Only | | | | | | Operation Headstart Only | | | | | | Both Preschool and Headstart | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Above Average Readiness | | Average Readiness | | Below Average Readiness | | Above Average Readiness | | Average Readiness | | Below Average Readiness | | Above Average Readiness | | Average Readiness | | Below Average Readiness | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| A. Adjusts to the kindergarten environment | 33 | 24.8 | 81 | 60.9 | 19 | 14.3 | 17 | 27.0 | 37 | 58.7 | 9 | 14.3 | 2 | 14.3 | 8 | 57.1 | 4 | 28.6 |
| B. Relates to new adults | 31 | 23.5 | 79 | 59.8 | 22 | 16.7 | 18 | 28.1 | 38 | 59.4 | 8 | 12.5 | 2 | 16.7 | 7 | 58.3 | 3 | 25.0 |
| C. Cooperates in play with other children | 21 | 15.8 | 90 | 67.7 | 22 | 16.5 | 16 | 25.0 | 40 | 62.5 | 8 | 12.5 | 1 | 7.1 | 8 | 57.1 | 5 | 35.8 |
| D. Expresses self verbally -- ability to communicate | 21 | 16.3 | 68 | 52.7 | 40 | 31.0 | 19 | 30.2 | 21 | 33.3 | 23 | 36.5 | 2 | 14.3 | 8 | 57.1 | 4 | 28.6 |
| E. Understands concepts involving shape, size, color, position and time | 20 | 15.3 | 80 | 61.1 | 31 | 23.6 | 17 | 26.6 | 25 | 39.0 | 22 | 34.4 | 1 | 7.1 | 10 | 71.5 | 3 | 21.4 |
| F. Shows evidence of the development of social concepts in work-play activities | 20 | 15.3 | 88 | 67.2 | 23 | 17.5 | 16 | 25.4 | 31 | 49.2 | 16 | 25.4 | 1 | 7.1 | 9 | 64.3 | 4 | 28.6 |
| G. Listens attentively | 29 | 22.1 | 69 | 52.7 | 33 | 25.2 | 19 | 29.7 | 23 | 35.9 | 22 | 34.4 | 1 | 7.1 | 8 | 57.1 | 5 | 35.8 |
| H. Follows directions | 27 | 20.3 | 71 | 53.4 | 35 | 26.3 | 16 | 25.0 | 31 | 48.4 | 17 | 26.6 | 1 | 7.1 | 10 | 71.5 | 3 | 21.4 |
| I. Exhibits awareness, interest and curiosity | 30 | 22.6 | 83 | 62.4 | 20 | 15.0 | 19 | 29.7 | 31 | 48.4 | 14 | 21.9 | 1 | 7.1 | 11 | 78.6 | 2 | 14.3 |
| J. Shows self-sufficiency in personal care | 23 | 17.4 | 96 | 72.7 | 13 | 9.9 | 17 | 26.6 | 39 | 60.9 | 8 | 12.5 | 1 | 7.1 | 13 | 92.9 | | |
| K. Has self-direction and self-reliance in pursuing independent tasks | 28 | 21.0 | 75 | 56.4 | 30 | 22.6 | 14 | 21.9 | 31 | 48.4 | 19 | 29.7 | 2 | 14.3 | 8 | 57.1 | 4 | 28.6 |
| L. Accepts necessary class regulations | 23 | 17.3 | 86 | 64.7 | 24 | 18.0 | 16 | 25.0 | 33 | 51.6 | 15 | 23.4 | 1 | 7.1 | 12 | 85.8 | 1 | 7.1 |
| M. Shows development in self-control | 25 | 18.8 | 90 | 67.7 | 18 | 13.5 | 20 | 31.2 | 30 | 46.9 | 14 | 21.9 | 1 | 7.1 | 10 | 71.5 | 3 | 21.4 |
| N. Receives satisfaction in successfully completing tasks | 26 | 19.7 | 96 | 72.7 | 10 | 7.6 | 19 | 29.7 | 35 | 54.7 | 10 | 15.6 | 2 | 15.4 | 10 | 76.9 | 1 | 7.7 |
| O. Shows evidence of initiative and creativity | 26 | 19.5 | 78 | 58.7 | 29 | 21.8 | 18 | 29.0 | 27 | 43.6 | 17 | 27.4 | 3 | 21.4 | 7 | 50.0 | 4 | 28.6 |

Findings (continued)

B. Kindergarten teacher opinions

The kindergarten teachers receiving children from the 1967 summer Operation Headstart program and/or the 1966-67 compensatory preschool program were asked to complete two types of questionnaires. These questionnaires were submitted to the kindergarten teachers during the fifth week of the 1967-68 school year.

1. Pupil readiness (Exhibit C)

The 1966-67 year long compensatory preschool and 1967 summer Headstart children were identified with the schools where they were expected to attend kindergarten in the fall of 1967. A questionnaire form designed to assess readiness for school was prepared for each child and sent to the expected school of attendance for completion by the appropriate kindergarten teacher.

Forms were sent out for 286 children who had participated in the 1967 Headstart program, 1966-67 compensatory preschool program, or both programs. However, some of the children were not enrolled at the anticipated schools, thus 211 completed forms were returned by the kindergarten teachers. Of these forms 133 represented compensatory preschool children, 64 represented Headstart children and 14 represented children who had participated in both programs.

The number and percent of kindergarten teacher responses regarding individual children are presented in Table I according to the three types of preschool experiences. The following observations may be made from these data:

a. The kindergarten teachers indicated that the majority of the children in all three groups were average or above in their readiness for school in terms of the questionnaire items.

b. The kindergarten teacher responses indicated that the percentage of Headstart children exhibiting above average readiness exceeded that of the children with compensatory preschool experience only in all areas indicated on the form.

c. The kindergarten teacher responses also indicated that the percentage of Headstart children exhibiting above average readiness exceeded that of the children with both Headstart and compensatory preschool experience in all areas indicated on the form. It should be noted that the sample of pupils with both types of experience included only 14 pupils.

d. The kindergarten teacher responses indicated that the percentage of Headstart children exhibiting below average readiness was less than that of the children with compensatory preschool experience only in terms of relating to new adults and cooperating in play with other children.

Findings (continued)

e. The kindergarten teacher responses also indicated that the percentage of Headstart children exhibiting below average readiness was less than that of the children with experience in both programs in terms of adjustment to the kindergarten envioronment, relating to new adults, cooperating in play with other children, development of social concepts in work-play activities, listening and evidence of initiative and creativity. Again, however, it should be noted that the sample of pupils with both types of experience included only 14 pupils.

2. Compensatory preschool and Headstart programs (Exhibit D)

The second type of questionnaire completed by the kindergarten teachers receiving compensatory preschool and/or Headstart children related to the strengths, weaknesses and differences in the year long compensatory preschool and summer Headstart programs. Copies of this form were sent to 45 kindergarten teachers. Thirty-eight (84.4%) of the teachers returned completed forms. A summary of the teacher responses follows:

a. Experience teaching kindergarten

Each teacher was asked to indicate the number of years she had been a kindergarten teacher. Three of the teachers were first-year kindergarten teachers and one teacher indicated 40 years of experience as a kindergarten teacher. The median number of years of experience as a kindergarten teacher was nine years.

b. Strengths or positive values of the compensatory preschool and/or Headstart programs

Of the 38 teachers responding to the questionnaire, 35 (92.1%) listed strengths or positive values of the preschool and/or Headstart programs. One teacher indicated there were no strengths and two teachers indicated the lack of sufficient basis for judgment.

The strengths or positive values listed most frequently were as follows:

(1) the opportunity for social interaction with peers (18 teachers)

(2) the variety of experiences offered (12 teachers)

(3) development of listening skills (7 teachers)

(4) easier adjustment to kindergarten (6 teachers)

(5) development of ability to follow directions (5 teachers)

Findings (continued)

c. Weaknesses or negative values of the compensatory preschool and/or Headstart programs

Of the 38 teachers responding to the questionnaire, 23 (62.2%) listed weaknesses or negative values of the preschool and/or Headstart programs. Five teachers indicated there were no weaknesses, four teachers indicated the lack of sufficient basis for judgment and six teachers did not respond to this item.

The weaknesses or negative values listed most frequently follow:

(1) children do not adjust to the routine of the kindergarten (8 teachers)

(2) children are too dependent on others (4 teachers)

(3) children feel school is for play (3 teachers)

d. Interests and attitudes of parents of preschool and Headstart pupils compared to parents of other pupils

The kindergarten teachers were asked to indicate whether or not they had observed differences in the interests and attitudes of the parents of the preschool and Headstart pupils compared to the parents of the other pupils in their classes.

Of the 38 teachers responding to the questionnaire, 22 (57.9%) indicated they had observed differences, 15 (39.5%) indicated they had not observed differences and one teacher indicated she did not have a sufficient basis for judgment. The differences mentioned most frequently were:

(1) the parents of preschool and/or Headstart pupils showed more interest in their children's progress (6 teachers)

(2) the parents of the preschool and/or Headstart pupils participated in activities more frequently (3 teachers)

(3) the parents of the preschool and/or Headstart pupils were more cooperative (3 teachers)

The teachers were also given an opportunity to make comments relative to a further comparison of the year long preschool and summer Headstart programs. However, only seven teachers reacted to this item making seven different comments.

TABLE II

A COMPARISON OF THE SPECIAL PRESCHOOL TEST RESULTS FOR CHILDREN
IN THEIR FIRST YEAR OF PRESCHOOL AND CHILDREN IN THEIR SECOND YEAR OF PRESCHOOL EXPERIENCE

| | | CALDWELL PRESCHOOL INVENTORY | | | | | | | | | | SLOSSON I.Q. TEST | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Subtest I Pers. - Soc. Responsiveness | | Subtest II Associative Vocabulary | | Subtest III Conc. Act. Numerical | | Subtest IV Conc. Act. Sensory | | Total Test | | | |
| Group | Statistic | 1966-67 | 1967-68 | 1966-67 | 1967-68 | 1966-67 | 1967-68 | 1966-67 | 1967-68 | 1966-67 | 1967-68 | 1966-67 | 1967-68 |
| First Year Pupils | Number | 77 | 75 | 77 | 75 | 77 | 75 | 77 | 75 | 77 | 75 | 28 | 34 |
| | Mean (1) | 16.10 | 15.13 | 9.49 | 9.05 | 7.49 | 6.92 | 12.12 | 10.89 | 45.35 | 41.73 | 107.39 | 106.97 |
| | Stand. Dev. | 4.03 | 4.23 | 4.11 | 4.39 | 2.87 | 3.85 | 3.51 | 3.93 | 12.04 | 14.67 | 14.20 | 15.05 |
| | $Q_1$ | 14 | 12 | 7 | 6 | 5 | 3 | 10 | 7 | 36 | 30 | 96 | 98 |
| | $Q_2$ | 16 | 15 | 9 | 9 | 7 | 6 | 12 | 11 | 47 | 42 | 108 | 108 |
| | $Q_3$ | 19 | 18 | 12 | 12 | 9 | 10 | 15 | 14 | 54 | 52 | 118 | 118 |
| Second Year Pupil | Number | 23 | 25 | 23 | 25 | 23 | 25 | 23 | 25 | 23 | 25 | 13 | 16 |
| | Mean (2) | 18.52 | 18.04 | 11.04 | 11.08 | 9.21 | 8.60 | 13.17 | 13.64 | 51.95 | 51.36 | 109.92 | 114.88 |
| | Stand. Dev. | 3.59 | 4.66 | 5.20 | 4.67 | 3.07 | 3.10 | 3.72 | 3.30 | 13.00 | 13.75 | 10.53 | 14.64 |
| | $Q_1$ | 16 | 14 | 7 | 7 | 7 | 6 | 10 | 10 | 42 | 39 | 100 | 102 |
| | $Q_2$ | 19 | 17 | 12 | 11 | 8 | 8 | 14 | 14 | 54 | 46 | 107 | 114 |
| | $Q_3$ | 21 | 22 | 15 | 13 | 11 | 10 | 16 | 16 | 63 | 60 | 121 | 122 |
| Difference in Means (1)-(2) | | -2.42 | -2.91 | -1.55 | -2.03 | -1.72 | -1.68 | -1.05 | -2.75 | -6.60 | -9.63 | -2.53 | -7.91 |
| t-ratio | | -2.756 | -2.766 | -1.312 | -1.910 | -2.393 | -2.202 | -1.203 | -3.433 | -2.172 | -2.982 | -0.638 | -1.766 |
| Level of Significance | | .01 | .01 | N.S. | N.S. | .02 | .05 | N.S. | .001 | .05 | .01 | N.S. | N.S. |

Findings (continued)

C. Standardized test data

1. Description of the samples

a. Fall, 1967

One hundred pupils who were of age to enter kindergarten in the fall of 1968 were selected at random from the 23 classes to participate in the fall administration of the Caldwell Preschool Inventory. 50 of these pupils also were tested with the Slosson Intelligence Test. 75 of the 100 pupils were in their first year of a preschool program while 25 pupils had participated in the Headstart program of the 1966 summer or had been in the 1966-67 preschool program and, thus, were classified as being in their second year of the preschool program. A t-test of significance was applied to the differences in the mean scores for the two subgroups.

b. Spring, 1968

77 of the original 100 children were tested with the Caldwell Preschool Inventory again in the spring of 1968. The remaining 23 children were unavailable for the spring testing because of absences during the testing period or because they were no longer in the program. The spring testing was accomplished to provide teachers with an indication of the growth realized by their children during the year, as measured by this instrument. Also, the testing was accomplished in order to provide some base line data for future considerations of pupil growth or status during the late spring of a school year.

c. Fall, 1966

The Caldwell Preschool Inventory was administered to another sample of 100 preschool children in the fall of the previous school year (1966-67). At the same time, 41 of those children also were administered the Slosson Intelligence Test. 77 of those children were first year preschool pupils while 23 were in their second preschool year.

2. Standardized test results

The results of the testing accomplished in the fall of 1966, the fall of 1967, and the spring of 1968, are presented in Table II, Table III, and Table IV.

a. Table II presents the data for the two subgroups based upon length of pupil experience in the preschool program. These data show that the group of second year preschool pupils scored higher than the first year pupils on all the tests used. The differences noted in favor of the

TABLE III

STATISTICAL SUMMARY OF STANDARDIZED TEST RESULTS OBTAINED WITH SELECTED PRESCHOOL CHILDREN ON THE CALDWELL PRESCHOOL INVENTORY AND THE SLOSSON INTELLIGENCE TEST IN THE FALL OF 1966, THE FALL OF 1967, AND THE SPRING OF 1968

| | | CALDWELL PRESCHOOL INVENTORY | | | | | | | | | | SLOSSON | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Subtest I Pers. - Soc. Responsiveness | | Subtest II Associative Vocabulary | | Subtest III Conc. Act. Numerical | | Subtest IV Conc. Act. Sensory | | Total Test | | I.Q. TEST | |
| Group | Statistic | 1966-67 | 1967-68 | 1966-67 | 1967-68 | 1966-67 | 1967-68 | 1966-67 | 1967-68 | 1966-67 | 1967-68 | 1966-67 | 1967-68 |
| Pupils Tested During Fall Semester | Number | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 41 | 50 |
| | Mean | 16.66 | 15.86 | 9.85 | 9.56 | 7.89 | 7.34 | 12.37 | 11.58 | 46.87 | 44.14 | 108.19 | 109.50 |
| | Stand. Dev. | 4.06 | 4.51 | 4.43 | 4.55 | 3.00 | 3.75 | 3.59 | 3.96 | 12.58 | 15.03 | 13.20 | 15.38 |
| | $Q_1$ | 14 | 12 | 7 | 6 | 5 | 4 | 10 | 8 | 37 | 35 | 99 | 102 |
| | $Q_2$ | 16 | 15 | 9 | 9 | 7 | 7 | 12 | 11 | 48 | 44 | 107 | 108 |
| | $Q_3$ | 19 | 19 | 12 | 12 | 10 | 10 | 15 | 14 | 56 | 55 | 118 | 119 |
| Pupils Tested During Spring Semester | Number | | 77 | | 77 | | 77 | | 77 | | 77 | | |
| | Mean | | 20.17 | | 13.99 | | 10.73 | | 14.31 | | 59.19 | TEST | |
| | Stand. Dev. | | 3.34 | | 5.13 | | 3.92 | | 4.05 | | 14.02 | NOT | |
| | $Q_1$ | | 18 | | 10 | | 8 | | 12 | | 51 | ADMINISTERED | |
| | $Q_2$ | | 20 | | 15 | | 11 | | 15 | | 62 | IN SPRING | |
| | $Q_3$ | | 23 | | 17 | | 13 | | 17 | | 69 | | |

Findings (continued)

more experienced group were determined to be at significant levels in regard to

(1) the personal-social responsiveness subtest in the fall of 1966 and the fall of 1967,

(2) the concept-activation member subtest in the fall of 1966 and the fall of 1967,

(3) the concept-activation sensory subtest in the fall of 1967 only, and

(4) the total Caldwell Preschool Inventory in the fall of 1966 and the fall of 1967.

b. Table III presents the data for each of the total groups of pupils tested in the program during 1966-67 and 1967-68. These data show the following:

(1) The pupils tested in the fall of 1966 scored slightly higher on all areas of the Caldwell Preschool Inventory than did the pupils tested in the fall of 1967.

(2) The pupils tested in the fall of 1966 scored slightly lower on the Slosson Intelligence Test than did the pupils tested in the fall of 1967.

The test results obtained in the fall of 1966 and 1967 were, basically, very similar. The differences noted above were not significant and the two samples have been merged to provide local, fall semester norms for the tests based on a total sample of 200 pupils. These local norms have been provided to the coordinator so that her staff may employ them in assessing individual pupil's scores on the tests.

(3) The pupils tested in the spring of 1968 scored considerably higher than did either of the groups tested during the two fall semesters. The higher spring scores represent gains realized by the pupils between the fall and spring testing periods. It cannot be determined the degree to which these gains represent the effects of the preschool program as opposed to the natural growth of children over a similar period.

c. Table IV presents summary data for the pupils who took both the Caldwell Preschool Inventory and the Slosson Intelligence Test in the fall of 1966 or the fall of 1967. In addition, coefficients of correlation computed for the two pairs of tests are presented. The correlations were found to be positive at the .74 and the .69 levels. Such coefficients of correlation denote high relationships existing between the tests.

Findings (continued)

D. The coordinators report on field trips

A total of 198 field trips were accomplished by the 23 compensatory parent-preschool classes during the 1967-68 school year. 128 of these were bus trips to various facilities in the community while 70 were walking trips to points of interest in the school neighborhoods. These trips served to extend the experiences of the children and the parents and to introduce them to resources available in the community.

E. The parent questionnaire (Exhibit E)

The parent questionnaire was distributed to the parents at the close of the 1967-68 school year during their weekly parent sessions. 188 parents completed and returned the forms. The responses received from these parents were as follows:

1. How the parents learned about the parent-preschool program

   a. 79 parents (42.0%) indicated they learned about the program through friends.

   b. 48 parents (25.5%) indicated they came to the preschool program on their own initiative and did not report how they learned of the program.

   c. 33 parents (17.6%) indicated they had been referred to the program by the Welfare Department.

   d. 29 parents (15.4%) indicated they had been informed about the program by other persons. (21 of the 29 indicated these other persons were public school personnel.)

   (A few parents marked more than one response to this question so the total of the responses reported above exceeds the 188 who completed the form. Similar situations existed in connection with other responses reported below.)

2. 183 parents (97.3%) reported that they felt the program had been good for themselves, as parents. Two parents (1.1%) indicated the program had not been helpful to them and three parents (1.6%) did not respond in this regard.

   In describing how the program had benefitted them, personally,

   a. 114 parents indicated the program had helped them to understand their children better,

   b. 16 parents indicated the program had taught them how to help their children at home, and

   c. 13 parents indicated the program had helped them to make many new friends in their neighborhoods.

TABLE IV

SUMMARY DATA AND THE COEFFICIENTS OF CORRELATION
FOR THE PRESCHOOL PUPILS ADMINISTERED BOTH
THE CALDWELL PRESCHOOL INVENTORY AND THE SLOSSON INTELLIGENCE TEST
FALL, 1966 --- FALL, 1967

| | FALL, 1966 | | FALL, 1967 | |
|---|---|---|---|---|
| Statistic | Caldwell Preschool Inventory | Slosson I.Q. Test | Caldwell Preschool Inventory | Slosson I.Q. Test |
| Number | 41 | 41 | 50 | 50 |
| Mean Score | 50.24 | 108.19 | 49.52 | 109.50 |
| Stand. Dev. | 13.02 | 13.20 | 13.80 | 15.38 |
| Coefficient of Correlation | .74 | | .69 | |

Findings (continued

Several other comments were offered which indicated the program had helped in such other ways as improving understandings concerning the school program and in assisting parents to develop their English speaking abilities. Five parents also indicated simply that the program had given them an "outside interest."

3. 185 parents (98.4%) reported that they felt the program had been of help to their children. Only one parent (0.5%) indicated the program had not benefitted her child while two parents (1.1%) did not respond in this regard.

   The free responses offered regarding how the program had helped their children were as follows:

   a. 103 parents indicated the program had helped their children learn how to work, play and share with other children and/or how to follow instructions in a group.

   b. 48 parents indicated, generally, that their children had learned about "many things" they did not know before the program.

   c. 26 parents indicated the program helped their children to become more independent.

   d. 25 parents indicated the program helped their children to communicate and/or express themselves verbally in English.

   e. 13 parents indicated the program had helped their children become better prepared for kindergarten.

   f. 10 parents indicated the program had helped their children to make new friends in their neighborhoods.

4. How the parents were affected by their participation in the preschool program.

   a. 155 parents (82.4%) indicated the program had helped them to understand how they could help their children at home.

   b. 141 parents (75.0%) indicated the program had helped them to understand more about the growth and development of their children.

   c. 140 parents (75.5%) indicated the program had helped them to understand more about the duties and responsibilities of school teachers.

   d. 85 parents (45.2%) indicated the program had helped them to be more comfortable when talking to teachers, principals and other school people.

Findings (continued)

e. 82 parents (43.6%) indicated the program had helped them to become more aware of the needs of the members of their families.

f. 79 parents (42.0%) indicated the program had helped them to feel better about school.

g. 70 parents (37.2%) indicated the program had helped them to understand more about how to improve their own educations.

5. The parents were asked to indicate which features of the program or school personnel had been particularly helpful to them. They identified the helpful elements of the preschool program as follows:

a. teachers -- 151 parents (80.3%),

b. study (field) trips -- 127 parents (67.6%),

c. school nurses -- 111 parents (59.0%),

d. teacher aides -- 109 parents (58.0%),

e. the health education program -- 91 parents (48.4%),

f. other parents participating in the program -- 89 parents (47.3%),

g. the speech demonstrations -- 58 parents (30.9%),

h. the introduction to community services -- 41 parents (21.8%), and

i. the school social worker -- 34 parents (18.1%),

6. 149 parents (79.3%) reported that the subjects discussed at the parents' meetings had been helpful. Only four parents (2.1%) indicated these discussions had not been helpful while 35 parents (18.6%) did not respond in this regard. The topics most frequently cited by the parents as having been helpful were those regarding child development, child behavior, sex education, and family life adjustment (marriage counselor).

7. Suggestions for improving the parent meetings

Only 84 of the 188 parents wrote comments in the section of the questionnaire requesting suggestions for improving the parent meetings.

a. 24 parents indicated they had no suggestions or that the meetings were fine as they were.

b. 8 parents suggested that there should be more parent meetings.

TABLE V

NUMBER AND PER CENT OF PRESCHOOL TEACHER RESPONSES
REGARDING THE FALL, 1967, IN-SERVICE TRAINING PROGRAM FOR PARENT PARTICIPATION PRESCHOOL TEACHERS

| The in-service training meetings were effective in . . . | Number Of Teachers | Strongly Agree (Rank 2) | Agree (Rank 1) | Disagree (Rank-1) | Strongly Disagree (Rank-2) | Average Teacher Rating (Max.of 2) |
|---|---|---|---|---|---|---|
| | | No. % | No. % | No. % | No. % | |
| 1. increasing my understand of the problems of the disadvantaged preschool child | 28 | 10 35.7 | 18 64.3 | | | +1.36 |
| 2. providing useful techniques I could employ when working with the children | 25 | 15 60.0 | 10 40.0 | | | +1.60 |
| 3. increasing my awareness of staff resources available | 27 | 14 51.9 | 12 44.4 | 1 3.7 | | +1.44 |
| 4. improving my communication with parents | 25 | 13 52.0 | 12 48.0 | | | +1.52 |
| 5. upgrading my professional compentence and preparing me to do a better job | 28 | 14 50.0 | 14 50.0 | | | +1.50 |

Findings (continued)

c. 8 parents commented that more mothers should come to the parent meetings.

d. 5 parents requested more open discussion periods to encourage parents to share their views.

8. Suggestions for improving the parent and child classes

Only 70 of the 188 parents wrote comments in the section of the questionnaire requesting suggestions for improving the parent and child classes.

a. 20 parents indicated they had no suggestions or that the classes were fine as they were.

b. 11 parents suggested that more parents should attend the classes more frequently.

c. 5 parents commented to the effect the children were allowed too much freedom in the classes and should have been subjected to more discipline or routine.

F. The teacher questionaire on in-service training (Exhibit F)

The teacher questionnaire on the eight in-service training sessions of the fall semester was submitted to 31 preschool teachers. (A few non-compensatory preschool teachers heard about those in-service training sessions, volunteered to attend the classes, and were allowed to complete the questionnaire.) 28 teachers completed and returned the forms for a 90.3% response. The teachers' responses were tabulated and summarized in Table V. These data show the following:

1. The responding teachers indicated the in-service training sessions were effective in all five of the areas considered on the questionnaire.

2. The teachers' responses were most favorable regarding the effectiveness of the session in

a. providing them with useful techniques they could employ when working with the (preschool) children,

b. improving their communications with parents of preschool children, and

c. upgrading their professional competencies and preparing them to do their work better.

Frank E. Delavan, Director
Educational Research Services

APPROVED:
DONALD E. HALL
Assistant Superintendent
Planning and Research Services

FED:rk

EXHIBIT A

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**
ADMINISTRATION BUILDING

October 10, 1967

MEMORANDUM ST-24

Topic: PARENT PARTICIPATION PRE-SCHOOL TEACHERS IN-SERVICE TRAINING PROGRAM

To: Compensatory Education Pre-School Staff

Beginning October 12, 1967, a series of eight in-service training meetings will be conducted for Parent Participation Pre-School Teachers by the Staff Training Services Department. The meetings were scheduled at the request of the pre-school teaching staff and designed to up-grade their professional competence by giving them additional tools in which to work with pre-school children. The meetings have been scheduled as follows:

| Date | Time | Place | Topic | Consultant |
|---|---|---|---|---|
| Oct. 12 | 3:00-5:00 P.M. | Fremont Room 6 | "The Twilight Zone of the Alienated Child" | Dr. Addison Sommerville Sacto. State College |
| Oct. 26 | 3:00-5:00 P.M. | Fremont Room 6 | "Art of Interviewing" | Mrs. Edwina Leon Sacto. State College |
| Nov. 9 | 9:30-11:30 A.M. 1:00- 3:00 P.M. | Amer. Leg. Aud. | "Resource Staff Services" | Mrs. Sally Yost Resource Teacher<br>Mrs. Pat Herbert Speech Teacher<br>Mrs. Berneice Clayton Social Worker |
| Nov. 30 | 3:00-5:00 P.M. | Fremont Room 6 | "Establishment of Relationship Between Home and the School" | Mrs. Edwina Leon Sacto. State College |
| Dec. 7 | 9:30-11:30 A.M. 1:00- 3:00 P.M. | Amer. Leg. Aud. | "Conflict and Aggression" | Mrs. Berneice Clayton Social Worker |
| Dec. 14 | 3:00-5:00 P.M. | Fremont Room 6 | "Teacher-Parent Communication" | Mrs. Edwina Leon Sacto. State College |
| Jan. 11 | 9:30-11:30 A.M. 1:00- 3:00 P.M. | Amer. Leg. Aud. | "Interpreting Art and the World of Science" | Mrs. Evelyn Lenert Mrs. Marilyn Geraty |
| Jan. 25 | 3:00-5:00 P.M. | Fremont Room 6 | "Encouraging Sensitivity to Music" | Mrs. Kay Prohaska Bellhaven Pre-School Supervisor - Menlo Park |

On November 9th, December 7th and January 11th, teachers will follow their regular schedule and will attend the morning or afternoon session during the time they are not regularly teaching.

If there are any questions regarding this program, please contact Mr. Frank J. Schimandle, Personnel Specialist, Training and Safety, at 444-6060, extension 335.

Robert N. Hansen
Assistant Superintendent
Personnel Services

Approved:

F. MELVYN LAWSON
Superintendent
RNH:FJS:ch

EXHIBIT B

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING

January 25, 1968

MEMORANDUM

ST-59

Topic: IN-SERVICE EDUCATION COURSE--PARENT PARTICIPATION PRESCHOOL

To: All Preschool Teachers

Beginning February 8, 1968, an in-service education course will be conducted for parent participation preschool teachers by the Staff Training Services Department. This course is provided at the request of the preschool staff and is designed to up-grade professional competence in areas of major concern. The class will meet in the American Legion School Auditorium as follows:

| | | |
|---|---|---|
| February 8, 1968 | 9:30-11:30 am<br>1:00- 3:00 pm | "Preschool Education Today: Our Goals Our Needs" |
| February 15,1968 | 7:00- 9:00 pm | "What is Effective Parent Involvement" |
| February 29,1968 | 9:30-11:30 am<br>1:00- 3:00 pm | "Planning a Useful Out-door Program" |
| March 14, 1968 | 9:30-11:30 am<br>1:00- 3:00 pm | "Perceptual Development in the Preschool Child" |
| March 28, 1968 | 9:30-11:30 am<br>1:00- 3:00 pm | "Three Dimensional Activities and Transfer to Two Dimension" |
| April 4, 1968 | 7:00- 9:00 pm | "Demonstrations of Classroom Techniques" |
| April 18, 1968 | 9:30-11:30 am<br>1:00- 3:00 pm | Tour of the Audio Visual Department - Demonstration of What is Available for Parent Meetings |
| May 9, 1968 | 7:00- 9:00 pm | Panel: "How may the preschool teacher help the parents and children in our classes toward being ready for kindergarten" |
| May 23, 1968 | 9:30-11:30 am<br>1:00- 3:00 pm | "Demonstration of Curriculum and Instructional Areas"<br>Emotional, Social, Physical, Intellectual, Language and Creative Development |
| June 6, 1968 | 7:00- 9:00 pm | "Building Closer Relationships Between Home and School" |

Sessions will be provided so that all preschool teachers may have an opportunity to enroll; a.m. preschool teachers are scheduled for the p.m. session and p.m. teachers are scheduled for the a.m. session. All preschool teachers enrolling will be scheduled for the evening sessions.

It is necessary for teachers who plan to enroll to pre-register by completing the form below and returning it to the Staff Training Services Department by February 6, 1968. The fee is $2.00 payable at the first class meeting. One unit of salary credit will be given for successful completion .

Enrollees must secure prior approval from their administrators on the appropriate form before enrolling. Credit earned which has not been so approved cannot be accepted for salary schedule credit. This form, PSRT-21R, may be obtained from the administrator's office.

Any questions concerning this memorandum should be directed to Mr. Fred J. Stewart, director, Staff Training Services.

Robert N. Hansen
Assistant Superintendent
Personnel Services

Approved:
F.MELVYN LAWSON
Superintendent
RNH:FJS:cem

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

To: Staff Training Services Department
Administration Building, 1619 N Street

I am interested in enrolling in the In-service Education Course--

Parent Participation Preschool (1 unit of salary credit).

_____ _____
Name School

RETURN TO STAFF TRAINING SERVICES DEPARTMENT BY TUESDAY, FEBRUARY 6, 1968.

EXHIBIT C

Sacramento City Unified School District
Administration Building
Planning and Research Services Office
October, 1967

# TEACHER EVALUATION OF THE EFFECTS OF THE COMPENSATORY PRESCHOOL AND HEADSTART PROGRAMS ON KINDERGARTEN READINESS

Please indicate your evaluation of general readiness for kindergarten of the child whose name appears below. "Average readiness" should be interpreted as the general level or readiness existing in your school.

Name_____

| | Above Average Readiness (1) | Average Readiness (2) | Below Average Readiness (3) |
|---|---|---|---|
| I. Adjusts to the kindergarten environment | | | |
| II. Relates to new adults | | | |
| III. Cooperates in play with other children | | | |
| IV. Expresses self verbally -- ability to communicate | | | |
| V. Understands concepts involving shape, size, color, position, and time | | | |
| VI. Shows evidence of the development of social concepts in work-play activities | | | |
| VII. Listens attentively | | | |
| VIII. Follows directions | | | |
| IX. Exhibits awareness, interest, and curiosity | | | |
| X. Shows self-sufficiency in personal care | | | |
| XI. Has self-direction and self-reliance in pursuing independent tasks | | | |
| XII. Accepts necessary class regulations | | | |
| XIII. Shows development in self control | | | |
| XIV. Receives satisfaction in successfully completing tasks | | | |
| XV. Shows evidence of initiative and creativity | | | |

EXHIBIT D

Sacramento City Unified School District
Administration Building
Planning and Research Services Office
October, 1967

# KINDERGARTEN TEACHER QUESTIONNAIRE REGARDING COMPENSATORY EDUCATION PRESCHOOL AND HEADSTART PROGRAMS

I. What do you believe are some of the strengths or positive values of the preschool and/or the headstart programs?

_____

_____

_____

_____

II. What do you believe are some of the weaknesses or negative values of the preschool and/or headstart programs?

_____

_____

_____

_____

III. Have you noticed any differences, generally, regarding the interests and attitudes of the parents of pupils from preschool or headstart programs as compared to other parents of children in your class(es)?

_____ Yes

_____ No

If yes, please describe the differences.

_____

_____

_____

_____

IV. Please record below any comments you may wish to offer which compare the preschool program with the headstart program.

_____

_____

_____

_____

V. Number of years as a kindergarten teacher _____.

Please return this questionnaire and the pupil evaluation sheets to the Planning and Research Services Office through the school mail services by October 27, 1967.

Oct. 67

EXHIBIT E

Sacramento City Unified School District
Administration Building
Planning and Research Services Office

# PARENT REACTION TO PARTICIPATION IN THE PRESCHOOL PROGRAM OF THE ADULT EDUCATION DEPARTMENT

Directions: Please give your reaction to the Parent Participation Preschool Program.

I. Tell the way you learned about the Parent Preschool Program.

1. ☐ Told by a friend
2. ☐ Came by myself
3. ☐ Referred by Welfare Department
4. ☐ Other. Indicate_____

II. Do you feel that your coming to the Preschool Program has been good for <u>you</u>?

1. ☐ Yes 2. ☐ No

If yes, how_____

_____

III. Do you think that the preschool class has been of help to your child?

1. ☐ Yes 2. ☐ No

If yes, how_____

_____

IV. Tell the ways you have been affected by coming to the Preschool Program. (Check more than one item if appropriate)

1. ☐ I understand more about the growth and development of my child.
2. ☐ I understand more about the teachers' duties and responsibilities.
3. ☐ I feel more comfortable talking to school people (teachers, principals).
4. ☐ I understand more about how to improve my own education.
5. ☐ I feel better about school now than I did before coming to the preschool program.
6. ☐ I understand more about how I can help my child at home.
7. ☐ I am more aware of the needs of the members of my family.

(Over, please)

V. Check any of the following features of the program which have been helpful.

1. ☐ School nurse
2. ☐ Teachers
3. ☐ School Social Worker
4. ☐ Home-visitor
5. ☐ Teacher Aides
6. ☐ Other Parents
7. ☐ Study field trips
8. ☐ Introduction to community services
9. ☐ Health program
10. ☐ Speech demonstrations
11. ☐ Others, list _____

VI. Have subjects discussed at parent meetings been helpful?

1. ☐ Yes 2. ☐ No

Which did you like best _____

VII. What suggestions do you have for improving the program?

1. Parent meetings: _____

_____

_____

_____

2. Parent and child classes: _____

_____

_____

_____

_____

Spring, 1968

EXHIBIT F

Sacramento City Unified School District
Administration Building
Planning and Research Services Office

EVALUATION OF THE FALL, 1967, IN-SERVICE TRAINING PROGRAM FOR PARENT PARTICIPATION PRESCHOOL TEACHERS

I. On the form below, please check the column that indicates the degree to which you agree or disagree with the statements regarding the in-service training meetings conducted during the Fall of 1967.

| The in-service training meetings were effective in... | Strongly Agree | Agree | No Opinion Or Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. increasing my understanding of the problems of the disadvantaged preschool child | | | | | |
| 2. providing useful techniques I could employ when working with these children | | | | | |
| 3. increasing my awareness of staff resources available | | | | | |
| 4. improving my communication with parents | | | | | |
| 5. upgrading my professional competence and preparing me to do a better job | | | | | |

II. If you have any comments regarding these meetings, or if you would like to make suggestions for future meetings, please use the back of this form to express your opinions.

When you have completed this form, please return it in the attached envelope, <u>through the school district mail service</u>, to the Planning and Research Services Office by May 24, 1968. Thank you.

Spring 1968